

Internationalism ≠ Cosmopolitanism

Eeqbal Hassim

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Historically, what did it mean for a school to be 'international'?

Work in small teams.

- Each person responds from a historical point of view.
- Discuss responses.
- Identify common themes in the responses.

Presently, what does it mean for your school to be 'international'?

Work in small teams.

- Each person provides a response.
- Discuss responses.
- Identify common themes in the responses.

In the future, what might it mean for schools to be 'international'?

Work in small teams.

- Each person provides a response.
- Discuss responses.
- Identify common themes in the responses.

International

Implies:

- Distinct and defined national boundaries and allegiances
- Interactions and intersections between nations and people of different nationalities.

Multi- Inter- Trans-

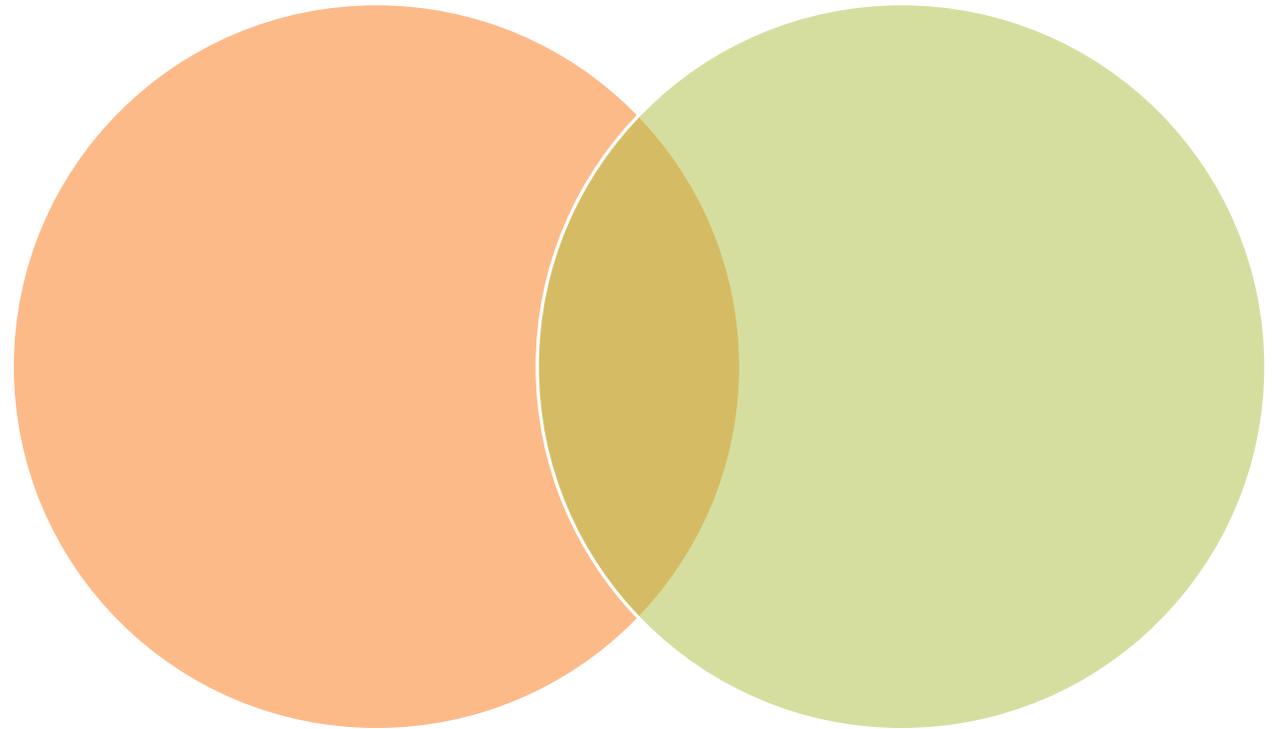
- **Multiple (entities)**
- **Between (defined entities; separation before intersection)**
- **Beyond (defined entities; complex intersections are the norm)**



Multi-

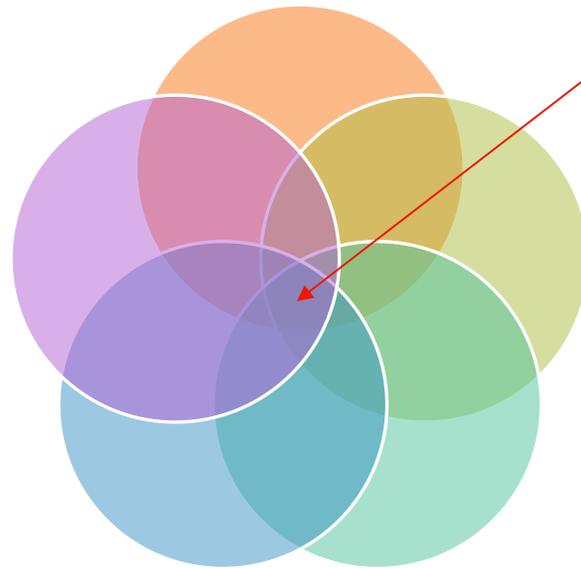
Inter-

(Premise: We see ourselves
as existing within separate,
pre-defined cultural
boundaries and *then* we
get together

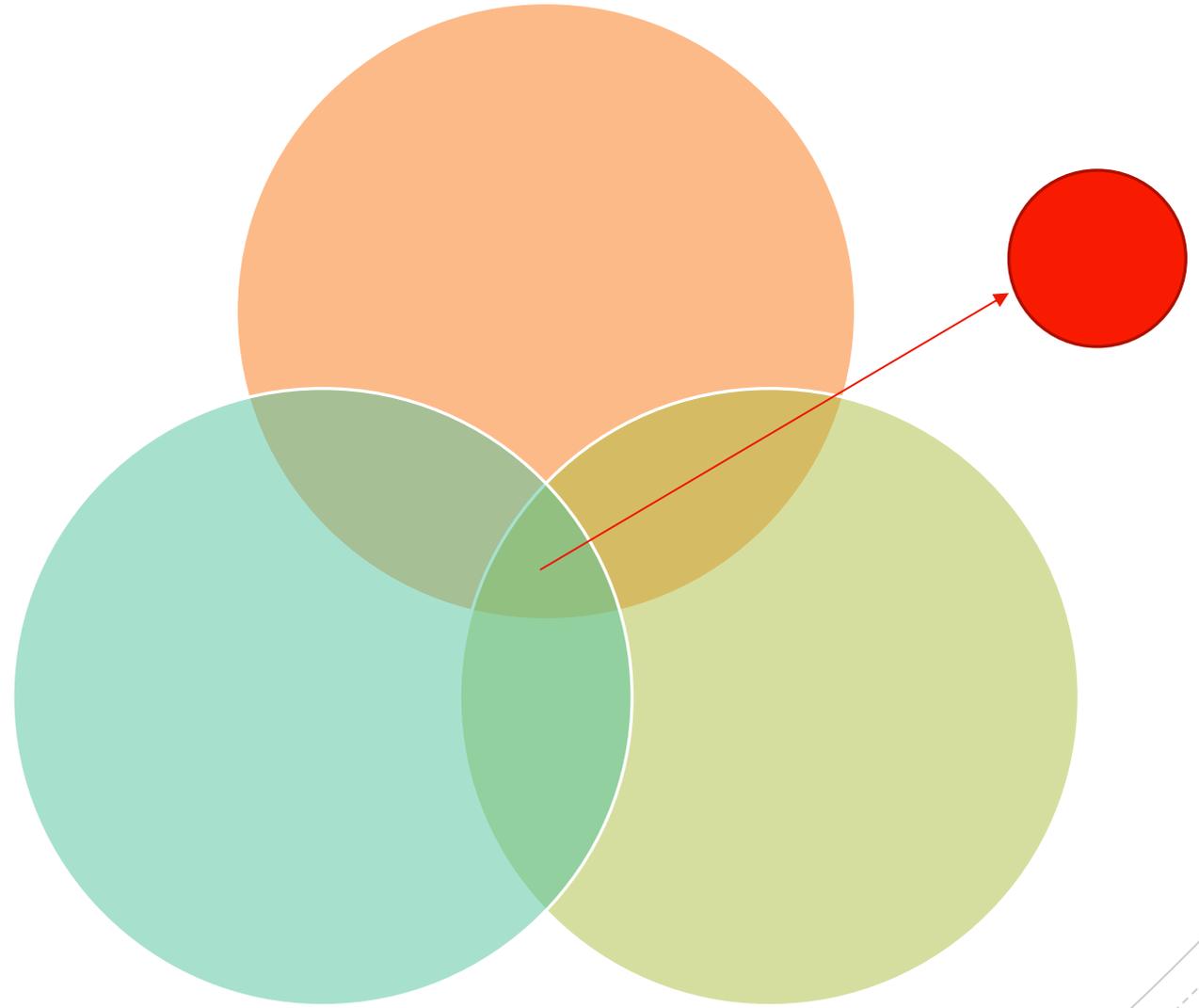


Trans-

(Premise: We exist
beyond pre-defined
cultural boundaries)



Transcultural spaces can spawn new hybrid cultural identities that interact with other hybrid identities to create other transcultural spaces



Unpack terms and concepts

Co-existing and related,
but conceptually distinct
and not interchangeable

Work in small teams: 1) each person provides a response; 2) discuss responses; 3) identify common themes.

- Multicultural
- Intercultural
- Transcultural
- Internationalism
- Transnationalism
- Cosmopolitanism (global citizenship)

Implications for your school

Work in small teams (mixed school or single school):

- Describe your school's current approach to dealing with diversity of cultures, languages, and nationalities.
- Classify this approach as multicultural, intercultural, transcultural, international, transnational, and/or cosmopolitan. Multiple classifications are possible.
- Is the approach suitable for your school? Why do you think that?
- Where does your school want to go next?
- Should your school persist with or change its approach? Why do you think that?

Which launching pad?

- **Select a launching pad for your school moving forwards.**
- **Explain and justify your choice to the person next to you.**

Contact

eeqbalhassim@gmail.com

<https://www.linkedin.com/in/eeqbal-hassim>